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ABSTRACT

This document describes a part of the continuing project intended to integrate the valued substance of past programs of teacher education with new technologically sound methods, contents, and experiences. It is intended to become, at the end of the 3-year development period in September 1971, the only route to teacher certification available on the Weber State College campus. Weaknesses in current teacher education programs are identified as a low correlation between training performance and on-the-job success, the critical need for improved pre- and in-service selection criteria for teacher education programs, and the fact that many current programs are poor models for tomorrow's schools. Under this program the basic mode of instruction is with self-instructional units called "Weber Individualized Learning Kits" or "WILKITS," consisting of moderately structured segments using a variety of experiences including independent reading, audio and video tapes, conferences, etc. Each WILKIT deals with a single significant concept and requires 10-30 hours to complete. The student will progress from study of the principles to practice under controlled conditions and finally to application in the classroom under supervision. Self-evaluation will play an important part in the program. (MBM)

ED 040139

Weber State College

GRANT PROPOSAL

TITLE: A PROPOSAL TO THE CARNEGIE CORPORATION OF NEW YORK FOR DEVELOPING AN INDIVIDUALIZED, PERFORMANCE-BASED, TEACHER EDUCATION PROGRAM

SCHOOL: WEBER STATE COLLEGE

DEPARTMENT: SCHOOL OF EDUCATION

DATE: AUGUST 6, 1969

PROJECT DIRECTOR:
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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A PROPOSAL TO THE CARNEGIE CORPORATION OF NEW YORK FOR DEVELOPING AN INDIVIDUALIZED, PERFORMANCE-BASED, TEACHER EDUCATION PROGRAM

I. INTRODUCTION

A. The Weber State College Class of 1984 entered the first grade last autumn. No one knows just what kind of schools they will attend between now and the date of Orwell's ominous prophecy, but it is safe to anticipate substantial changes in the schools of this new generation.

It seems logical to assume that the population increase, the "knowledge explosion," and the demand for progressively more and better education will merge with the technological advances of the past few exciting years to result in new and varied challenges for schools and teachers. The preparation of teachers who can meet these challenges is a major obligation which must be met in the very near future if education is to avoid falling further behind the present pace of social and economic change.

The faculty of the School of Education at Weber State College proposes to meet the demands of the changing education climate with a new approach to teacher education. This program attempts to integrate the valued substance of past programs with new technologically-sound methods, content, and experiences. The time and talents of students and faculty will be used to improve the effectiveness and efficiency of education. The elements which make up the program are fashioned in a unique synthesis open

to a wide range of adaptations and promise striking results for the entire field of teacher education.

This should not be construed as a small, tentative experiment. All of the students and faculty in teacher education will be involved in the program, and by the end of the two-year development period, it will constitute the only route to teacher certification available on the campus. The risks of total commitment to a single program are recognized but are justified by the critical need for progress in teacher education. The risks will be lessened by incorporating many approaches and techniques, already proven in various parts of the country, into the proposed total effort at Weber State College. Also the program's self-correcting quality (described later) minimizes the risks because the new structure will facilitate change rather than lock itself once developed.

The proposal described here is a request for funding of only part of the total program. Funding for the research and evaluation component, as well as a program for the training of cooperating public school personnel, will be sought from other sources. After two years, the entire operational component of the program will be locally funded.

II. RATIONALE FOR THE PROPOSED PROGRAM

A. Weaknesses in current teacher education programs.

1. A low correlation exists between training task performance and on-the-job success.

The American College Testing Program (ACT, Research and Development Division, P.O. Box 108, Iowa City, Iowa 52240) has published reports (September 1965, No. 7, and May 1966, No. 12) documenting the proposition that college grades bear little or no relationship to measures of adult accomplishment in teaching as well as in business, engineering, scientific research, and other occupations and non-vocational accomplishments. This is not necessarily an indictment of the validity of college grades. Grades may be valid indication of important knowledge and still not predict on-the-job performance. There are at least three plausible reasons for the gap between college grades and job performance.

a. The grades may be measures of the wrong things. That is, the knowledge represented by grades may be irrelevant to the important outcomes of education.

b. The grades may represent knowledge that is highly relevant, but which is in a form that is not usable in a variety of practical situations without some other kinds of experiences. The other kinds of experiences referred to here are

mainly those which cause the student to see the relationship between what he has learned and the practical demands of a situation.

c. The grades may represent relevant knowledge which the person <u>can</u> use in practical situations but does not use because of a lack of conditions on the job to maintain the behavior. These conditions include appropriate rewards and lack of interefering conditions (or responses). Thus, relevant knowledge which the person could use drops out of his behavioral repertoire because of a lack of maintaining stimuli or conditions and is replaced by other responses.

2. There is a critical need for improved pre-service and in-service selection criteria for teacher educations programs.

Another weakness is that Teacher Education does not consistently recruit and hold enough persons of the quality and variety needed to build effective school programs. It is possible for college programs and teaching conditions in the schools to work against the selection and retention of the variety of individuals having the characteristics and teaching skills required for the schools of tomorrow.

The conditions leading to teacher dropout are dramatically detailed in <u>Teachers for the Real World</u>

(American Association of Colleges for Teacher Educations, 1968). Eighty percent of our teachers are recruited from the middle class and many of these from the lower middle class. But more important for the quality of education than the social class of teachers is the reality that teacher characteristics don't match the demands of the job. The school of tomorrow requires many different roles for the teacher and para-professional.

3. Many college teacher education programs are poor models for the school of tomorrow.

In Utah, as elsewhere in the nation, the most exciting innovations in education take place in the elementary and secondary schools rather than in the teacher training programs of the colleges and universities. A model program for teacher training is extremely important for influencing teacher on-the-job behavior. In Utah public schools one may see team teaching and individual instruction in practice, with teachers playing roles far different from those taught in teacher education programs.

The need for making the training programs reflect the future classroom is urgent. Far too rare in teacher training are: modification of the lecture method; appropriate utilization of support

media; planning of independent study with progress checks; making participation in varied experience groups contingent upon mastery of some prerequisite skill; performance as a basis for progress through a program; and provision for experiences in which the student has the obligation to evaluate himself.

B. Assumptions underlying the proposed program.

Because of the weaknesses in teacher education programs outlined above, a set of procedures that will eliminate the conditions and produce a strong effective program is demanded. The basic principles for establishing an effective program are briefly summarized here:

1. Analysis of on-the-job performance requirements of teachers must form the basis of the goals of the Teacher Training Program. Irrelevant training must be deleted.

2. These goals must be spelled out in behavioral terms and move the trainee through a series of successive approximations to the final desired performance.

3. Throughout the training program practice of teaching skills under conditions similar to those in which a teacher will perform must be provided.

4. The training program must provide the contingencies which will maintain the learned skill after the teacher gets on the job. This requires that a

training program be provided which gives opportunities to try out new techniques first in isolation and then in the formal school situation. It also requires a follow-up program allowing and encouraging teachers to return for consultation and in-service training until the desired behavior is firmly established.

5. Teachers must be experts in diagnosing, motivating, and reinforcing learning behaviors if school learning is to be rewarding for all children.

6. Children differ in the kinds of persons with whom they identify. Thus, a variety of models (personality types, races, ethnic groups, etc.) must be provided through recruitment of instructional personnel.

7. Immediate feedback must be provided to trainees on specific elements of their performance. If behavior is to be changed, the persons involved must not only recognize appropriate performances but be able to evaluate them in terms of their own teaching styles. Final A, B, C grades must be discontinued in favor of a credit--no credit system.

8. Where varied outcomes are equally valued in our society (for example, a variety of teaching styles may be both psychologically sound and educationally effective), then the training program must be individualized to allow or encourage this variability.

9. Students must take more initiative and responsibility for planning what they will study, when they will study it, and for determining when it has been done well. Naturally, a training program must develop in the trainees the ability to evaluate their own performance. This can be done in an individualized, participant-directed activity.

10. An effective teacher training program must have built-in data gathering so that there will be continuous clear evidence as to whether a trainee is performing well at each point in training. This built-in performance assessment is different from the comparative evaluation of research studies which takes place after a program has been developed. It is this kind of data gathering that provides an important self-correcting quality of the program.

11. There are certain basic identifiable techniques that are commonly found in good teaching. These can be taught and the efficiency of the trainee's performance measured.

12. Qualities essential in a good teacher include an awareness of himself and his own needs, an awareness of others and their needs, combined with an awareness of how others are reacting to him. This sensitivity can be increased by a program of interaction and self evaluation.

13. A program with less than perfect learning experiences can be defended if it has a strong system of evaluation built on behavioral objectives and performance standards. Such a program can be developed by the usual college faculty and does not require the sophistication normally employed in publication of curriculum. When learning experiences are designed to achieve behaviorally stated objectives, if a student participates in the learning experiences and cannot achieve the objectives, then the learning experiences are suspect and must be revised. Thus a quality product can be achieved by this self-correcting model.

III. DESCRIPTION OF THE PROPOSED PROGRAM COMPONENTS

The ordering of the components, in the program described below, is a convenience for description of the program. It is not intended to suggest a linear organization. The basic mode of instruction will be self-instructional units, the strategy for which is as follows: In learning a skill the student will progress from (1) study of the principles to (2) practice under controlled conditions, then to (3) application, where appropriate, in the classroom under supervision.

A. Pre-education Phase

1. The focus of this phase is recruitment, selection, the building of espirit de corps and commitment to

the profession. Students will also become familiar with the total teacher education program and its mode of instruction.

2. Experiences in this phase will include a school observation, tutoring or aide assignments in both elementary and secondary schools. They will also include activities designed to bring about close faculty-student relationships, an interaction laboratory where trainees will develop sensitivity skills by working with both faculty and peers, and an introduction to the self-instructional approach to education.

3. One objective of this phase is to bring a greater variety of trainees into the program. This variety can serve several purposes in meeting the demands of the schools of the future: First, each child will have a better opportunity to find a "model" who approximates his value pattern. Second, each child will be able to evaluate his "model." Also, the evolving nature of the school staff suggests the need for personnel to fit a great variety of professional and para-professional assignments.

4. A lack of identification with the teaching community has often been suggested as a reason why students leave programs for the preparation of teachers. Early and continued contact with children and in-service teachers, coupled with a close relationship

between faculty and trainees in teacher education is intended to offset the effects of this problem.

5. Through a self-paced program, superior students can be challenged and rewarded by completing the program early or greatly broadening their education. This will tend not only to draw more able students but will also help to keep them in the field.

6. By working with major ethnic, racial and social class groups in surrounding communities and determining reinforcers (rewards) for them, top candidates from each group will be recruited into teacher education.

7. The admission or selection part of the program will begin in this phase and will be in operation throughout the program. If a person cannot perform at any stage, he will have an opportunity for counseling. If his problem is great enough to prohibit further work, other levels of the profession or entry into another career will be considered. It is anticipated that some students will redirect themselves as a result of their experiences in the program.

B. Background and Theoretical Foundations Phase

1. This phase of the program will usually begin late in the sophomore or early in the junior year. It is composed of a wide variety of learning experiences. During this phase the trainee will have the opportunity to study and practice principles of educational

psychology, investigate the relationship between school and community, and look closely at the structure and operation of a school. Many of these experiences will be provided through the use of self-instructional materials in units called "Weber Individualized Learning Kits" or "WILKITS."

2. WILKITS consist of moderately structured segments of instruction which utilize a variety of experiences to move a student toward mastery of some specified set of skills or behaviors. A WILKIT may include experiences such as independent reading, directed study with audio tapes, motion picture films or video tapes, peer group instruction, practice in developing skills, conference with faculty personnel, directed activities in the public schools, or attendance at a large group lecture or symposium.

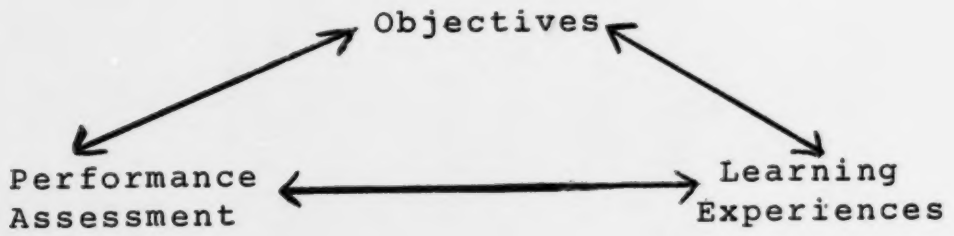
3. Most WILKITS are designed to allow the student to pace his progress according to his time, ability or interest. He may "test out" of those areas in which his previous study or experience enable him to demonstrate mastery.

4. Each WILKIT will be developed on a single significant concept, principle or skill and require 10 to 30 hours student time to complete. The objectives of the WILKIT will be stated behaviorally; in other words, the objectives will state what the student should be able to do when he completes the WILKIT.

Thus the goal is clear to both the school and the student.

The type of learning experiences provided will be those which will best teach the objective. A pre-test will measure readiness for the unit or will determine if the student already knows the material; if so, the post-test is administered. A self-test allows the student to evaluate his progress and take responsibility for his own learning. A post-test will determine if the student has achieved the stated objectives. If a student fails the post-test, he is recycled for additional work; thus, an acceptable standard of competency is reached by all. The problems of A, B, C grading are thereby eliminated.

The strength of this approach lies in the close integration between:



Too often in the past, students were not aware of the course objectives. The learning experiences were often restricted by use of the lecture method, and the tests frequently did not relate to the course objectives or the learning experiences.

C. Instructional Skills Phase

1. Study in this phase of the program builds upon concepts and understandings developed through earlier experiences, with emphasis upon the development of a personal teaching style. This phase stresses the techniques of the instructional process for both group and individual instruction. Experiences in this phase are intended as explicit preparation for the school experiences to follow. Much of the work of this phase will be directed through the use of WILKITS, as was the case in the previous phase.

2. A number of the WILKITS utilize micro-teaching as a reinforcement device. Micro-teaching is a system which requires the trainee to teach a brief lesson to a small group of school age children or peers. The lesson is videotaped, and after the lesson the trainee has a chance to view his performance, evaluate his teaching, and in some cases reteach the same lesson to another group. At times, peer group teaching will be done with no video equipment, but the peers will critique the performance of each other.

3. As a part of his experiences in this phase the trainee develops the ability to evaluate his own teaching performance. The learning experiences are oriented to this in three ways: First, the trainee is provided with practice in the technqiues of evaluation. Second, a small number of discreet

fundamental skills are stressed in the trainee's preparation to enable him to focus on a limited area of teaching performance. Third, extensive opportunity for self-evaluation and supervision is provided in micro-teaching and simulation, which provide less threatening settings than found in actual classrooms.

4. A simulation approach will allow students to make decisions in a simulated classroom situation, and then to examine the possible consequences of those decisions. As with practice of skills, decision-making can also be profitably practiced in the less threatening laboratory setting.

D. Field Experience (Application) Phase

1. Once the trainee has demonstrated his ability to perform in the earlier segments of the program, he is placed in a public school as a student teacher or intern. This phase provides the opportunity to refine and integrate the skills and understandings developed in the preceding phases.

2. Assignment as a student teacher would be for a variable period of time. The duration of the student teaching assignment would depend on the desires of the trainee and his ability to demonstrate competence in all areas of teaching. Interns might work as paid teachers under supervision for as much as an entire school year.

3. Trainees would have the option of assignment in a wide variety of school situations ranging all the way from deprived schools in financially depressed districts to the newest and most advanced school programs, from Head Start classes to Job Corps Centers. Students might even elect to have multiple assignments in schools representing several of these levels. By the time the student has completed student teaching experience and the various other observation and participation experiences in the program, he can be expected to have had personal contact with a wide sample of the present school structure.

4. The field experience phase is extremely dependent upon close cooperation between the college and the public schools. Special attention will be paid to the preparation and selection of the public school personnel who work with trainees. This will include extensive in-service and campus orientation and instruction programs for selected public school personnel.

5. It should be noted that the trainee's experiences in this phase will be substantially different from those in the present typical student teaching assignment. First, the responsibility for self-supervision, or personal evaluation, is an important difference. The student teacher or intern will be expected to make objective appraisals of his teaching

performance as a result of his experience in earlier phases of the program. Second, the atmosphere of stress so often present in a typical student teaching situation will be relieved because the student will have demonstrated his competence before being assigned to a classroom. This should leave the student teacher free to work at developing his own teaching style rather than attempting to duplicate what he has seen his cooperating teacher do. Third, schools will be encouraged to utilize principles of differentiated staffing to realize the greatest benefit from the student teacher and to give him maximum opportunity and responsibility. Fourth, relaxation of specific time requirements for the school experience will enable the college and the student to place this phase of the student's experience in meaningful perspective.

E. Synthesis Phase

1. After the trainee has completed his Field Experience Phase, he should have the responsibility as well as the capability to examine and plan his final training experience. The trainee will have been encouraged to schedule his Field Experience Phase early enough in his program so that he will have about two quarters of work remaining on campus following that phase of his program.

2. The Synthesis Phase will focus on the identification

and remediation of areas of weakness which might have become evident in student teaching. The trainee will also be able to identify areas of special interest relating to his future job assignment (if it is known) or elements of his classroom experience which would be profitable for him to examine in depth.

3. Trainees in the Synthesis Phase will be required to spend some time in work with students in earlier phases of the program. They may act as supervisors of the micro-teaching experiences, group leaders in the interaction lab, or various other capacities.

4. Trainees who need a minimum of reinforcement in this phase may choose to specialize in a given area of interest or broaden themselves in several different areas. This work might well lead into a Master's Degree phase at a later date.

IV. PROGRESS REPORT OF PROJECT ACTIVITIES

In November, 1968, the original proposal was submitted to the Carnegie Corporation of New York for funding of the entire three-year development project. The corporation awarded a five thousand dollar grant to bring specialists to the Weber State College campus to study the feasibility of the project and to contribute to its design. The following list identifies the specialists, representing a wide variety of professional backgrounds and experiences, who visited the campus:

Dr. Dwight Allen, Dean, School of Education, University of Massachusetts

Dr. William H. Allen, Professor of Education, Editor, Audio-Visual Review, University of Southern California

Dr. Hugh Baird, Associate Professor, Director, Individualized Secondary Teacher Education Program, Brigham Young University

Dr. Frank Broadbent, Professor of Education, Co-author Teaching Problems Lab, SRA, Drake University

Dr. Desmond Cook, Professor of Education and Psychology, Director, Educational Program Management Center, Ohio State University

Dr. Gabriel Della-Piana, Professor of Educational Psychology, Director, Bureau of Educational Research, University of Utah

Dr. Lawrence C. Haskew, Professor of Education, Director, President's Task Force on Education, University of Texas

Dr. William K. Moore, Professor of Education, Chairman, Department of Education, Bucknell University

Dr. Richard A. Schmuck, Research Associate, Center for the Advanced Study of Educational Administration, Professor of Educational Psychology, University of Oregon

This proposal includes ideas and revisions that have resulted from these very productive visits.

In cooperation with the Ogden City School District in the spring of 1969, a grant was obtained from the State of Utah Education Professions Development Act funds. The purpose of the grant was to develop those aspects of the proposed program which could be used to provide training to recruit competent people who would not otherwise be attracted into education.

This grant allowed ten faculty members to proceed with

the necessary identification and outlining of the WILKITS for the new teacher education program. The development of ten WILKITS will be completed by the end of August 1969.

An Advisory Board was organized. The Board consisted of public school administrators, teachers, school board members, state department of education personnel, college students, project faculty and other college faculty. This Board has given support, cooperation and direction in the development work.

Weber State College has supported the project by giving additional personnel for the proposal and developmental phase and will continue such support.

A great deal of the work done in the Models Programs, funded by the U. S. Office of Education, has been of value and has been incorporated into the Weber State College proposed program, particularly in terms of job analysis and behavioral objectives.

V. TIME SEQUENCE AND PATTERN FOR PROGRAM DEVELOPMENT

A. June 1969 to September 1969

1. Personnel and Organization

a. Ten faculty members part to fulltime - includes project director and two department heads

b. Project secretary and half-time typist

c. Project Board - Dean of School of Education, Secondary and Elementary department heads and project director

d. Advisory Board - Public school teachers,

administrators, school board members, college students and faculty, State Department of Education representatives

2. Major Tasks

a. Identification of project WILKITS and outlining their contents.

b. Strategy and format for WILKITS

c. Procedure for WILKIT development and approval

d. Development of approximately ten WILKITS

3. This phase of the work is being completed on schedule.

B. September 1969 to September 1970

1. Personnel and Organization

a. Ten fulltime faculty including two department heads and project director

b. Project secretary and typist

c. Project Board

d. Advisory Board

e. Test development specialist or test consulting help

f. Part-time technical help - writers, graphics, video technicians, etc.

g. Consultants and directors of faculty workshops

2. Major Tasks

a. Field test in regular classes WILKITS as they are completed.

b. Develop remaining WILKITS (approximately 50)

c. Develop simulation, pre-education and interaction laboratory experiences

d. Plan public school experiences

e. Plan program administration procedures - WILKITS check-out, testing, credit arrangements, scheduling small groups and interviews, etc.

f. Work out college and state departmental procedures and approvals

g. Plan program evaluation

h. Faculty training and workshops

C. September 1970 to September 1971

A field test of the total program is to be conducted. The program evaluation will begin during this year and will consist basically of data gathering and pilot work. Students will register for modules of credit containing varying numbers of WILKITS and will proceed independently through the program. Extensive work will be required with public school personnel cooperating in the project. Revision of the WILKITS and procedures will be an on-going process.